



SOWK12010 *Theories of Change for Professional Practice II*

Term 2 - 2019

Profile information current as at 29/04/2024 05:58 pm

All details in this unit profile for SOWK12010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Students should be able to articulate the mix of philosophical assumptions informing the delivery of human services in Australia pointing to opportunities for change. Students should be able to apply taxonomy of professional knowledge to the relationships between these philosophies, ideologies, and social theories that will contribute to their emerging framework for social work practice. Students should be able to analyse and apply social theories to assist in making sense of individual relationships within societies and select and apply different social work intervention strategies within both meso and macro systems of society.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

SOWK11015 Professional Communication in Human Services. or SOWK11012 Introduction to Social Work A and SOWK11013 Introduction to Social Work B.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**

Weighting: 40%

2. **Group Work**

Weighting: 10%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say qualitative feedback

Feedback

Group sizes for assessment task is too large for students now enrolling across several time zones.

Recommendation

The group assessment task in this unit will be limited to 3-4 students rather than 5-6.

Feedback from Have Your Say qualitative feedback

Feedback

Increased audio-visual resources produced by the unit co-ordinator and reputable sources from on-line sites.

Recommendation

Streams will be created for many of the theoretical concepts presented. Key readings will be supported with key audio visual sources to engage a greater range of learning styles.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
2. Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
3. Compare the philosophies, ideologies, and theories of social work and integrate them into your emerging professional practice framework.
4. Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation and Written Assessment - 40%	•	•	•	
2 - Group Work - 10%	•	•		•
3 - Written Assessment - 50%	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•			
5 - Team Work	•	•		
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation and Written Assessment - 40%	•	—	•	•	•	•	•	•		
2 - Group Work - 10%	•	•	•		•	•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

SOWK12010

Prescribed

Social Work: From Theory to Practice

Edition: 3rd (2018)

Authors: Connolly, M and Harms, L

Cambridge University Press

Melbourne , Victoria , Australia

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM software

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Darren de Warren Unit Coordinator

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Georgia Nichol Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to the unit. Ensure that you have read the unit profile thoroughly. Prepare you questions for clarification. Check every drop down box in the unit profile. Open every link at the unit Moodle site as additional, important information is sometimes hidden.	See Moodle for details about the Orientation Zoom	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Flexible learning

This unit is based on the philosophy of Community-Focused Learning or problem-based learning - elaborated on in the animation titled the Spiral of Life Long Learning located at Moodle. This unit does not have a weekly study schedule. The unit comprises four modules based on Connolly and Harms (2019). Several theories that will inform your assessment tasks are presented within the following modules.

- Mountain moving theories
- Systems theories
- Story telling theories; and
- Reflective and reflexive practice.

As the readings and resources are contained within each of these four modules you can move through them with your own flexible study schedule. The Spiral of Life Long Learning is intended to help you with this planning also.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		In-service presentation materials (2000 words 10% above or below) Due: Week 7 Monday (2 Sept 2019) 11:45 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Group participation and contributions Due: Week 8 Friday (13 Sept 2019) 11:45 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Community practice proposal (Individual submission 2000 words 10% above or below) Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 In-service presentation materials (2000 words 10% above or below)

Assessment Type

Presentation and Written Assessment

Task Description

Task Focus

Your group will examine how three (3) theories of change that inform social workers' understanding of individuals' relationships with their social environment, that is, groups, families, neighbourhoods, or the social organisation of Australian society. You may choose any or all of the latter social systems as examples to demonstrate your understanding of three (3) theories presented in Chapters 3 and 7 (Connolly & Harms 2019) and Modules 1 and 2 at Moodle. The reflective and reflexive component will be informed by Chapter 8 Connolly and Harms 2019) and Module 4 at Moodle.

This assessment task requires you to work in a collaborative learning group resulting in the creation of diverse and creative materials intended to inform a workshop presentation within the parameters below. This assessment task requires the presentation of materials only. There is no oral presentation required.

You will be given the opportunity at forums from the launch of Moodle to identify at least five other people in the class to work with. Alternatively, if you do not wish to undertake this networking by the date provided (Friday of Week 1) all remaining students will be formed randomly into collaborative learning groups.

Your role

Imagine you belong to a network of social workers dispersed geographically and employed by a multi-regional organisation of your choosing, for example, Anglicare, Community Mental Health, Centrelink, the Australian Defence Force or a Child Safety Service Centre.

Your organisational context is a multi-disciplinary team delivering a service of your choosing. In order to raise the awareness of social work's theoretical perspectives, as a social work network you will be presenting at the next in-service (professional development) event. This will involve the attendance of colleagues from at least five disciplinary backgrounds including: management; community nurses; occupational therapists; welfare workers; and psychologists. It will be delivered face to face and with the use of technology depending on your locations.

Most of the modes of service delivery are based on work with individuals however social work theoretical analysis extends beyond theories that just explain individuals' behaviours. Your overall task in this in-service session is to raise your colleagues' awareness of social work's theoretical eclecticism in order to understand the relationships between individuals' lives and their relationships with their physical and social environments.

Performance/product (2000 words -10% above or below)

Overall, this written component should be designed with the intent that it comprise materials to be archived by the organisation and of a standard that can be used again by others in future presentations.

Things to consider:

- * Use the Spiral of Life Long Learning and discussion at Moodle to formulate your work/study plan, group meetings, and content.
- * Locate and agree on a regional organisational context, and service within that organisation, that provides the best base for this assessment task.
- * With theory as your starting point and focus - choose three theories that help interpret, explain or predict the stressors individual clients experience and the relationships of those stressors with their physical and social environments.
- * Briefly examine the history of the theories and how/why they became part of the social work profession's eclectic theoretical mix.
- * Use examples to demonstrate and communicate your understanding of the concepts that comprise the theories

chosen.

* Identify the strengths and challenges of the chosen theories in relation to the organisational context and service selected.

*Utilise creativity to engage with your audience.

*One submission per group only is required. Please ensure the names of all people who have contributed to the submission are included on the coversheet.

* The criterion devoted to reflective and reflexive practice is an individual and separate submission. It has a separate link for it to be uploaded at Moodle. You are encouraged to use the prompts provided at the Spiral of Life Long Learning throughout this assessment task, the literature of reflective and reflexive practice, and discussion at Moodle to shape its content. It is 500 words 10% above or below (5 marks).

Assessment Due Date

Week 7 Monday (2 Sept 2019) 11:45 pm AEST

Return Date to Students

Week 9 Monday (16 Sept 2019)

Weighting

40%

Assessment Criteria

Criteria	Grade				
	HD	D	C	P	F
Ability to apply the theories selected to the organisation, service, and client population selected in order to demonstrate understanding with the use of examples	Advanced application	Very good application	Good application	Adequate application	Inadequate application
Ability to explain the historical process that influenced the theories' eclectic integration into social work practice	Comprehensive explanation	Very good explanation	Good explanation	Adequate explanation	Inadequate explanation
Ability to discuss the strengths and challenges of the chosen theories for their applicability to the organisation, service, and client population selected	Comprehensive discussion	Very good discussion	Good discussion	Adequate discussion	Inadequate discussion
Materials are original and creative in design in order to engage the audience informed by the presentation context	Excellent originality and creativity for engagement	Very good originality and creativity for engagement	Good originality and creativity for engagement	Adequate originality and creativity for engagement	Inadequate originality and creativity for engagement
Quality and thoroughness of reflective and reflexive practice	High quality reflective and reflexive practice	Quality reflective and reflexive practice	Good reflective and reflexive practice	Adequate reflective and reflexive practice	Poor reflective and reflexive practice
Professional preparation and proofing of materials	Excellent preparation and proofing of materials	Very good professional preparation and proofing	Good professional preparation and proofing	Adequate preparation and proofing	Inadequate preparation and proofing
Use of teaching resources provided at Moodle and adherence to assessment clarification	Excellent adherence	Very good adherence	Good adherence	Adequate adherence	Inadequate adherence
Quality, breadth, and relevance of independent research	Excellent independent research	Very good independent research	Good independent research	Adequate independent research	Inadequate independent research
Spelling, grammar, and clarity of written communication	Excellent written communication	Very good written communication	Good written communication	Adequate written communication	Poor written communication
Adherence to the Harvard Author-Date system of referencing provided at Moodle	Excellent adherence	Very good adherence	Good adherence	Adequate adherence	Poor adherence

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Provide reference list to unit co-ordinator at beginning of presentation.

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
- Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
- Compare the philosophies, ideologies, and theories of social work and integrate them into your emerging professional practice framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Group participation and contributions

Assessment Type

Group Work

Task Description

This assessment requires that you undertake a self assessment and a peer assessment of participation and contribution to the group learning assessment task based on the criteria below.

The link to the on-line survey is sent to your student email account. You will receive one survey Friday, Week 4 in order to receive formative feedback from your peers. This scoring will not form the 10% weighting for this assessment task.

You will receive a second survey one week after the submission of Assessment 1. The collation of average scores from this second survey will form the basis of the 10% weighting and will be loaded to Moodle gradebook.

NB Unit co-ordinators have access to each student's name and their scoring. However, you will not have access to the identity of group members or their individual scoring. You are not evaluating the accuracy of ideas or resources brought by individual members to the assessment you are evaluating participation and contribution.

Assessment Due Date

Week 8 Friday (13 Sept 2019) 11:45 pm AEST

Return Date to Students

Weighting

10%

Assessment Criteria

- Was dependable in attending group meetings (Likert Scale)
- Willingly accepted assigned tasks (Likert Scale)
- Contributed positively to group discussions (Likert Scale)
- Completed work on time or made alternative arrangements (Likert Scale)
- Helped others with their work when needed (Likert Scale)
- Did work accurately and completely (Likert Scale)
- Contributed their fair share of the work (Likert Scale)
- Worked well with other group members (Likert Scale)
- Overall was a valuable member of the team (Likert Scale)
- The group member listens to others (Likert Scale)
- Additional comments (Comment)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
- Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
- Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Community practice proposal (Individual submission 2000 words 10% above or below)

Assessment Type

Written Assessment

Task Description

Using story-telling theories to raise awareness in community and begin community change (Chapter 6 Connolly and Harms 2019 and Module 3 at Moodle)

Focus statement

The theories presented in this unit are pitched at the social organisation of society. A 'community' is one of several systems of social work concern and practice. The focus of this assessment task is the use of theory to inform practice.

Your role

Imagine you are in the role of a community development officer with your local Council. Your Community Programs Manager has asked for you to submit documentation for its possible inclusion in grant funding with the Federal government.

Performance/product (Written assessment 2000 words 10% above or below)

This assessment item requires you to:

- Examine the community in which you live and identify one of the most prominent social issues impacting adversely on

people's wellbeing.

- Use a diverse range of independent sources to describe the nature and extent of the social issue of concern. See in particular the 'Learning' phase of the Spiral of Life Long Learning.
- With the goal of raising your community's awareness of the social issue of concern, and to begin a process of community engagement and change, use the Story-Telling theories presented in this unit (that is, Narrative) to inform and design a sequence of four community events.

Things to consider:

- * The design of the four community events must be supported with theoretical concepts.
- * Be mindful of the presentation of theoretical concepts to an audience unfamiliar with those perspectives and the ways in which language and concepts need to be conveyed.
- * Locate social work interventions in the published literature or reports by reputable organisations in Australia where community awareness raising, engagement and change has been undertaken around the same or similar social issues.
- * Consider the diversity of your local community members when processing information/language, learning, and change.
- * Consider how you would address how the concerns selected might be viewed by Aboriginal and Torres Strait Islander people and people from culturally and linguistically diverse heritage.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

50%

Assessment Criteria

CRITERIA	HD	D	C	P	F
Identifies diverse evidence of needs communicated in community.	Very clearly; with diverse and comprehensive evidence	Clearly; with diverse evidence	Adequately; with sufficient diversity	Adequately; with diverse but limited evidence	Poorly; with evidence poor or absent
Applies the concepts of story-telling theories to guide project's design.	Consistently; with comprehensive examination and detail of links between theories and project	Frequently; with comprehensive examination and detail of links between theories and project	Occasionally; with some examination and detail of links between theories and project	Occasionally; with limited examination and detail of links between theories and project	Rarely; with very limited examination and detail of links between theories and project
Integrates social work values with story-telling theories and the project's design.	Articulate integration of social work values throughout plan	Articulate discussion of social work values lacking integration	Sound discussion of social work values lacking integration	Occasional reference to social work values	Poor or absent discussion of social work values
Demonstrates inclusion of Aboriginal and Torres Strait Islander people and perspectives.	Very comprehensive inclusion	Comprehension inclusion	Sound inclusion	Adequate inclusion	Poor inclusion
Demonstrates inclusion of culturally and linguistically diverse perspectives.	Very comprehensive inclusion	Comprehension inclusion	Sound inclusion	Adequate inclusion	Poor inclusion
Evidence of broad independent research with scholarly balance between academic literature and on-line resources.	Very comprehensive independent research	Comprehensive independent research	Sound independent research	Adequate independent research	Poor or absent independent research
Proposed activities are original and creative in design to maximise community engagement.	Excellent creativity for engagement	Very good creativity for engagement	Good creativity for engagement	Adequate creativity for engagement	Lacks creativity or detail of activities proposed
Professional preparation and proofing of materials.	Excellent preparation	Very good preparation	Good preparation	Sound preparation	Poor preparation
Use of teaching resources provided at Moodle and adherence to assessment clarification	Excellent adherence	Very good adherence	Good adherence	Sound adherence	Poor adherence
Quality, breadth, and relevance of independent research	Excellent independent research	Very good independent research	Good independent research	Sound independent research	Poor independent research
Spelling, grammar, and clarity of written communication	Excellent written communication	Very good written communication	Good written communication	Sound written communication	Poor written communication
Adherence to the Harvard Author-Date system of referencing provided at Moodle	Excellent adherence	Very good adherence	Good adherence	Sound adherence	Poor adherence

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please create your own coversheet providing your name, student number, and word count excluding reference list and

appendices. Ten percent above or below the specified wordage is acceptable.

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
- Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
- Compare the philosophies, ideologies, and theories of social work and integrate them into your emerging professional practice framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem